THE JOURNAL OF EDUCATION

Volume 134 MAY, 1951 Number 5

AMERICA'S OLDEST MAGAZINE FOR EDUCATORS

Six Ways to Aid Exceptional Children

William Cruickshank

Adult Courses through Cooperation

Kenneth Parker

Opening a Treasure House of Art

Frances Wayland

Physical Education for Jane and Johnny

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MALCOLM CALMAN, *Publisher*

ANSON W. BELDING, *Editor*

Assistant Editor
ALLISON HAMLIN

Advisory and Contributing Editors

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ALONZO G. GRACE, University of Chicago.

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R. E. WOLSELEY, Journalism Department Syracuse University.

Editorial Offices

277 School Street
Watertown, Mass.

Business Office

73 State Street
Binghamton, N. Y.

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As we go to press . . .

We might have called this a Fads and Frills Number, were it not for the fact that mere printers' ink fails to convey the state of mind behind the words, and our state of mind has been something like this: "Call them fads and frills if you please, you nitwits. We think these services education is rendering beyond the strict demands of an earlier day are mighty important—so important that we are bringing such matters to your attention in this issue." We could not say all that on the cover and not everybody would have sensed our attitude without it.

So here is education *plus*—the extra mile that schools are going in their zeal to reach the whole child and every child with whatever will add to his equipment for happy and successful living.

In the following pages are timely, and, we think, interesting articles that range from the needs of exceptional children to a school-sponsored showing of a community's art treasures. There are contributions on physical education, on posture, on music, on dramatics and on adult education. More than fifty other suggestions, viewpoints, news items and thought kernels are interspersed. What with the school year drawing to a close, plans for another year may seem premature, but many ideas grow in the summer and come to harvest in the fall, even with a minimum of hot-weather tending. Maybe what we offer in this issue will bear fruit.

Incidentally our friend Gillis, who has his fellow superintendents in Connecticut reading the bulletin he edits for them, presents a playful piece this month, "Papa Is Super." In September, one of his sons will write on much the same theme, though from a different angle. Those Gillises have a gift of humor.

Your Textbook Reporter

Consumer Living

Six years of research and a series of resulting pamphlets now culminate in *Consumer Living*. The whole enterprise has been conducted for the National Association of Secondary School Principals by a special committee.

Done in a style easily grasped by high school pupils—and probably with good reason—this is a persuasive appeeal to common sense in planning one's use of time, energy and money. At the outset much attention is given to recreation.

There is plenty of wise counsel on saving money, home budgets, insurance, and a hundred different aspects of personal economics. It is not a consumer arithmetic. It handles the problem as one of personal adjustment to the things as they are.

CONSUMER LIVING. Fred T. Wilhelms. Gregg Publishing Company, New York.

The School in Our Culture

When anthropologist Margaret Mead turns to writing an Inglis Lecture on education, one expects her to draw parallels from primitive cultures, to deal in types of schools, and to wind up by propounding a stiff problem. Nor is one disappointed.

Miss Mead selects the one-room school, the academy, and the school in the Foreign section of a city as types —the first symbolizing a sort of fixed and limited education, the second an education linked to the past, the third an education toward the future. She cites tribal customs of education by grandparents, by parents, and by older brothers and sisters, and she draws interesting comparisons. Grandparents hand on the past; parents train for success in reaching certain goals; siblings, lacking the experience of a lifetime, repeat nursery tales of witches, teach how to play and sing. The anthropologist lights up present-day America with flashes from Bali and Samoa, much as the classicist does with Cicero and Epictetus. In our day we must prepare a child who is a new and different being from any child we ever met, for a different world from any we have ever seen. How can we equip teachers for this task? One way Miss Mead proposes is to have them study younger and older children than those she teaches. But the main problem, she says, is to secure teachers who can teach these oncoming changelings to grapple in unpredictable ways with oncoming problems no one has yet met or solved. Now Margaret!

THE SCHOOL IN AMERICAN CULTURE. Margaret Mead. Harvard University Press, Cambridge, Massachusetts.

Basic Science

To cultivate a scientific attitude in the learner; to show him how the truths of science are determined; to give him practice in solving scientific problems; to show how science serves and may continue to serve mankind, and to present the most important scientific laws and applications in a variety of areas—such are the manifold purposes of a high school course in general science. It is a large order. No wonder it has callenged many persons to vie with one another in the production of newer and better textbooks.

One of the latest is *Basic Science*. In its thirteen units or thirty-one chapters, its eighty problems and experiments, its multitude of clear, illuminating pictures, its knack of keeping subject matter interrelated and flowing smoothly, this book seems to have unusual appeal.

BASIC SCIENCE. Barnard and Edwards. The Macmillan Company, New York.

The Gifted Child

The Gifted Child may stand for some years as a sort of Bible on what can and should be done by educators to develop the potentialities of exceptionally talented young people. Yet the authorities who contribute chapters emphasize that progress made thus far merely points the way.

Research shows that superior children are not the social misfits they were once supposed to be. They do require guidance, individual consideration, and enriched programs of study. Only the larger cities can maintain special schools or classes for these children. New York is out in front in this respect. Most cities, even the ones best able to do so, fail to provide segregated instruction.

Dr. Paul Witty, Terman, Ruth Strang and others shed much light on what can and should be done for the fullest development of these future leaders. The intelligent teacher can adapt many of their suggestions to her own classroom situation.

THE GIFTED CHILD. Edited by Paul Witty. D. C. Heath and Company, Boston. $4.00.

Three Guidance Manuals

Counselors and teachers know only too well that high schoolers dreaming about future careers ask, "What's new?" and "What's glamorous?" Guidance manuals titled *Opportunities in Music*, *Opportunities in Photography* and *Opportunities in Television* stand little chance of gathering dust on the shelves. Written by experts in the respective fields, these pocket-sized books combine realistic facts with just enough information about the jobs at the top to hold the interest of young readers.

Few high school students will become opera stars, TV station managers or *Life* photographers from reading the manuals, but a number should get a better idea of the training it takes to get to the top in any of these fields. Titles for further reading and lists of schools and courses are included.

OPPORUNITIES IN MUSIC, OPPORTUNITIES IN PHOTOGRAPHY, OPPORTUNITIES IN TELEVISION. Sigmund Spaeth; Jacob Deschin; Jo Ranson and Richard Pack. Vocational Guidance Manuals, Inc., New York. $1.00 each.

Shop Mathematics

Arithmetic, algebra and factual geometry are given rather specialized treatment in *General Mathematics for the Shop*. There are, as you know, mathematics texts for the shopper—consumer arithmetics—that present principles and exercises for selected purposes. The text we are examining here is also selective, but it has to do with measurements and calculations encountered in working wood or metal, tinkering with electric appliances or pulleys, building a house.

We are astonished at the range of problems occurring in this area, and at the amount of mathematics drawn upon. The pupil presumably in high school, meets everything from common fractions to the volumes of geometric solids as he studies the things he is to make with his hands. Toward the end of the course the costs of building materials and the units in which they are bought are gathered together for the benefit of the amateur estimator. The book is typographically pleasing and seems well planned throughout. It should sharpen the mental tools required to make the manual ones effective.

GENERAL MATHEMATICS FOR THE SHOP. Nelson and others. Houghton Mifflin Company, Boston. $2.64.

Economics

The revised edition of Korey and Runge's *Economics* brings a popular textbook up to date on matters statistical, legislative and analytical, and includes new illustrative material. Such currently debated topics as the mature economy thesis are presented in simplified terms. Various phases of U. S. economic history are scattered throughout the book, following explanation of the terms and concepts essential for thorough understanding. Housing and economic agencies of the United Nations are treated in new sections.

If the text itself is occasionally reminiscent of an era when the road to economic Utopia seemed more clearly marked than it does today, a glance at the day's head lines and financial pages will be enough to prevent later disillusionment.

Study aids, charts, problems all make for increased understanding and sound thinking habits.

ECONOMICS. Korey and Runge. Benj. O. Warren Co., Inc., New York.

Visiting Neighbors

Second graders who have been exposed to the first book of the Scribner Social Studies Series, may now progress to *Visiting Neighbors*. Sharing the adventures of Jimmy Ray, his family and friends as they inspect a mill, a bakery, a bookmobile and other neighborhood phenomena, the boys and girls will develop an appreciation of the contributions of community workers.

Vocabulary is controlled for easy reading, Century schoolbook type provides eye comfort; four-color illustrations brighten the text. Varied activities offer opportunities to draw, dramatize, experiment, collect, and even to make scrapbooks.

VISITING NEIGHBORS. Moore and Cooke. Charles Scribner's Sons, New York. $1.92.

Mastery of Reading

Three new volumes in a series aimed at Mastery of Reading have passed this reviewing stand. They wear the titles *Worlds of Adventure*, *Worlds of People* and *Worlds to Explore* and are planned for grades seven, eight and nine respectively. Here is an abundance of material in wide variety, taken from living authors for the most part, but also from some who live only in their writings. The selections appear to be such as will interest young readers in the lower teens. An unusual feature is the constant effort to develop facility in reading, emphasis being placed on comprehension, speed, vocabulary and pronunciation. This matter is handled in notes which may be used or ignored as the teacher deems best in given circumstances.

There is the usual grouping of pieces according to themes or other characteristics, each group or chapter introduced by suitable illustrations. The individual selections are free from pictures that might interfere with the pupils' own imaginary concepts.

Altogether quite a treasure house for the class in literature and, if need be, a guide to more efficient reading habits.

WORLDS OF ADVENTURE, WORLDS OF PEOPLE, WORLDS TO EXPLORE. Bailey and Leavell. American Book Company, New York.

ALSO RECEIVED:

Across the Shining Mountains. Clara Tutt. Exposition Press, New York. $2.00. Historical adventure stories by a Wisconsin teacher.

Education of the Mexican Nation. George Kneller. Columbia University Press, New York. $3.50. Mexican education examined in the light of social, economic and political development, with recommendations for the future.

Emotional Problems of Growing Up. English and Finch. Science Research Associates, Chicago. $.40. Emotional problems of young people discussed for teachers and parents by two doctors.

Guiding Young Children. Edited by Helen Heffernan. D. C. Heath and Company, Boston. $4.25. A text on child development prepared by the California School Supervisors Association.

Humanism as a Philosophy. Corliss Lamont. Philosophical Library, New York. $3.75. A favorable analysis of humanism, tracing its history from ancient times to the present and treating of the scope and prospects of the humanist movement in philosophy and religion today.

Language Arts in the Elementary School. Ruth G. Strickland. D. C. Heath and Company, Boston. How children learn language arts from early childhood through the elementary school years.

Master Your Mind. Samuel Kahn. Rockport Press, New York. Study habits, memory training, success and failure, notetaking, library method and other topics presented in the light of modern psychological knowledge.

Psychology of Teaching. Asahel Woodruff. Longman's Green and Company, New York. $4.75. Third edition of a basic text in educational psychology.

Psychology and Teaching of Reading. Edward Dolch. Garrard Press, Champaign, Illinois. $3.00. Revised edition of a text for teachers.

Scandinavia Today. Franklin D. Scott. Foreign Policy Association, New York. $.35. A report on the "strategic northern flank of Europe."

Secrets and Surprises. Do and Dare, Witty and others. D. C. Heath and Company, Boston. $1.64, $1.76. Accompanying Do and Learn Books, $.48. Two new members of the Reading for Interest Series, at the second and third reading levels.

Story of Canada. Brown and others. D. C. Heath and Company, Boston. Canadian history for children in grades 5-7.

Warriner's Handbook of English, Book Two. John E. Warriner. Harcourt Brace and Company, N. Y. $1.96. Part two of the English Workshop Series for high school.

Your Heredity. Bernice Neugarten. Science Research Associates, Chicago. $.40. Latest addition to the Life Adjustment booklets for young people.

DON'T SHOOT THE VOTERS

The most unpredictable thing in New England is not the weather, since whatever is predicted in that line will be fulfilled sooner or later anyhow. No sir, it's the town meeting. Nobody can give reliable information in advance as to what the voters will do when the debate is ended on some article in the warrant, because no one knows which way Sam Richardson will talk when he gets on his feet. The same is true of Judge Ellis, outside of bond issues. He is always for spreading the cost over 20 or 30 years, to keep down taxes. Nate Swift, on the other hand, believes in pay-as-you-go and that usually means not going. One can't really be sure there will be a debate. Maybe that's why the citizens of Brunswick, Maine, voted $31,000 for schools this spring when the finance committee had recommended only $13,000, the figures getting transposed by the printer. A special meeting had to be called to take back the extra $18,000.

In Eustis, Maine, some smart aleck gave a poke at what he considered to be the trend in education, by proposing that the town furnish free fishing tackle for every pupil under eighteen, plus free transportation to the fishing grounds. Naturally, the voters didn't bite, but the propaganda had a wicked barb in it.

After reading up on what the various New England communities did about voting additional sums for school purposes, we arrive at the conclusion stated statistically as follows—Some did and some didn't. We saw no instance of any rollback. Many places you wouldn't think opulent decided the schools were worth more and upped their school appropriations, hence their taxes.

It was the same with new construction. Some towns said "Yes" and some said "No" or "Yes, partly." We know of cases where a proposed building was turned down because the plans seemed too elaborate, and of other cases where the citizens had not been educated to realize the need.

School heads nowadays have to educate both young and old. The better they do the former job, the better they can do the latter. And vice versa.

GHOSTS

Ghost towns in the mining regions of the West attract many visitors and serve as reminders of the past. But there are other ghost towns or estates, especially in the older East and South, that have been diligently preserved or carefully restored to bring back significant scenes, circumstances and personalities. One has but to mention Mt. Vernon, Williamsburg, and similiar historic shrines to realize how rich our country is in spots where visitors may stand and reflect upon the past and the heritage it has left to us.

Take Williamsburg, for example. Upwards of 20,000 children from more than 500 schools have walked along its streets and viewed the vivid reminders of what was once the capital of Virginia, a place frequented by Washington, Jefferson, Patrick Henry and scores of other distinguished Americans. It was there that the Virginia Bill of Rights was created, later to find expression in the Constitution of the United States.

History can become more real to boys and girls and grownups from inspecting such places —provided they have had a little coaching in advance and do not close their eyes and minds to what is signified. It is quite possible to see without perceiving, or to travel and not see at all the things worth seeing.

The secret of good history teaching is to make ghosts seem real. It is difficult to clothe what isn't there or to draw lessons from events which the teacher himself does not picture clearly.

Travel can be educational—but not when the traveler thinks only of meals, lodgings and how many miles per day.

THE PUBLIC SHOULD BE TOLD

A pamphlet issued by the Chicago board of education refutes the notion that the children of that city are not receiving as good an education as that given to their parents. The pamphlet, titled "Today's Schools," reminds its readers that the school population has doubled since 1900, while the job of the schools has been greatly enlarged in other respects. Besides the three R's which the pamphlet declares are better taught in

Chicago than in most other places—there is more attention than in the past to training for citizenship, for vocations, for safety and health, more attention to individual differences, to international understanding, to spiritual values, and to the needs of the handicapped than the schools were expected to give to Dad and Mom in their day.

The Chicago spokesman wisely refrained from stating that the local schools are still recovering from a period of political exploitation and can be expected to improve still more as time goes on. But the issuance of such a pamphlet for the information of parents, taxpayers and citizens generally should be a good move for the school of any community to make. The public measures its schools by guess and by gorry, not fully realizing the size of the task the schools are shouldering in these times. Merely to point out the plain facts of the situation in plain English is to reduce criticism and win that moral support which is so essential to best results.

P. S. If you do get out a bulletin, Chicago fashion, we suggest you do not tell readers, without considerable explanation, that their schools are costing ten times what they did to run at the turn of the century. People know there is inflation, but . . .

SORE THUMBS

There is nothing startling in the fact that Portland, Maine, has a special class for DP's provided you know that DP stands for Disciplinary Problems—boys who are also displaced persons in the sense that they have been removed from regular classes. Many cities throughout the nation maintain similar classes or entire schools to cope with pupils whose presence in regular classes does them no good and hinders the education of others.

It is not always easy to find the right teachers for those special classes. They cannot be produced and guaranteed by teachers' colleges. Often they are picked from the local teaching staff, given extra pay, and told to sink or swim. In Portland, the teacher of the special class was drawn from work in a reformatory. She is Miss Agnes Kerr. Her formula is: Be patient; let them talk; have a thick skin; discover and develop their aptitudes; teach them to read and write. Miss Kerr tries by every device she can think of to prevent these problem lads from "sticking out like sore thumbs."

The expression "sore thumbs" may possibly ring a bell in the mind of any teacher. Is there a classroom anywhere that has no pupils sticking out like that injured digit? Such pupils can't always be shifted to special classes. They must be endured where they are and, as far as possible, educated. Their presence in a class causes teachers' heads to ache. One mustn't bother the principal, you know—at least not often.

Most teachers look to the summer vacation as a chance to forget the sore thumbs and to pray to have none of them the coming year. That prayer may not be answered. The best one can hope for is greater wisdom.

CAMPUS CLASSIC

A public that holds vague and distorted notions of college life because of what it reads and hears of subsidized and bribed athletes, red professors, brawling undergraduates, fraternities that haze too hard and all the rest, has a welcome opportunity, one night a week, to sit back and relax, while learning what is closer to the truth regarding the traditions and daily practices of one possibly idealized but not unreal institution of this class. We refer, of course, to the Wednesday evening radio show called Halls of Ivy. Here Ronald Colman as president of Ivy, aided and abetted by Mrs. Colman as the president's wife, perform their roles with convincing sincerity and charm. The program seems to attract many listeners who never attended college, as well as many who did or still do. The script is unusually imaginative and well written, frequently exaggerated, but always bright and entertaining. No doubt the brewing company that sponsors the show would like to think we are speaking of their product when we say of Halls of Ivy that it is refreshing and leaves a good taste in the mouth. Without going that far, we do assert that the Schlitz people exhibited good taste and rendered a useful service in backing so intrinsically fine a series of productions. The Colmans, too, are to be congratulated on having found a medium for conveying to the American people so true a concept of what college education is all about and how a wise administration strives through thick and thin to put it across.

If anyone reading this editorial has not discovered Halls of Ivy, delay no longer. It is a wonderful antidote to a lot of mental poison that is being handed around these days.

SIX WAYS TO AID EXCEPTIONAL CHILDREN

William M. Cruickshank
Director of Education for Exceptional Children, Syracuse University

There is in American education today probably no more frequently mouthed phrase than "education for all children in a democracy." Yet if we are misled into taking this phrase as a mid-twentieth century reality, we are lulling ourselves into false security.

The truth is that a great many of public school educators do not know how to provide for the large group of children who deviate from the norm. This situation cannot be allowed to persist. The public is demanding action.

In recent months we have seen parents of cerebral palsied children, retarded children, epileptic and deaf children organizing state, local, and national groups in behalf of children who have similar afflictions to their own child. Because educators have in large measure not adequately met the needs of such children, lay groups are assuming leadership in providing adequate treatment and educational programs. The fact that such lay groups have developed is directly due to the lack of satisfactory programs of education.

The problem of rectifying this situation falls largely on educational leaders.

Facing the Facts

The problem we face involves one out of every six or seven children in the United States. It is estimated that more than one million children of school age have impaired hearing. Over 300,000 are crippled; approximately 300,000 are epileptic; more than 450,000 in elementary schools are retarded. We have mentioned only a few.

Recent estimates show that of these children, approximately 80% are not receiving the special educational training required by their condition to bring them to the maximum of their capacity. Some of these children are included in so-called s p e c i a l educational classes, which frequently are neither special, nor educational but, for the most part, are purely custodial.

This situation exists in many school centers in the United States. What is the answer?

Early Discovery

The child who is deaf, or who has profoundly defective vision or cerebral palsy, may by the very fact of delay in treatment until even the fifth year, be so seriously retarded as to never be able to take his place as a functioning citizen. The practice of delaying special class placement of children with retarded mental development until the eighth or tenth year likewise works to the disadvantage of such children.

The downward extension of our legal educational age limit for exceptional children is imperative. If a deaf baby, for example, is exposed to speech training at a time when his natural babbling sounds can be exploited, and special attention is given to his early development of speech and lip reading, much has been accomplished by the time he is ready for school to help him to take his place among normal children.

Honest Diagnosis

Routine, m a s s production physical examinations cannot give an accurate evaluation of each child's physical status. Careful examinations must be made available to all public school children. When physical defects are noted, these must be brought to the attention of highly trained specialists.

A second phase of the problem is psychological diagnosis. Our understanding of children's psychological abilities is appallingly inaccurate. Local school systems use poor objective tests with frightening frequency. Psychologists do have at their fingertips adequate instruments for evaluating mental ability. These must be put into use in the public schools.

Honest Prognosis

We will gain the respect of parents if we tell them honestly and to the extent of our best present understanding, the limitations as well as the attributes of their children. Otherwise, we cannot expect cooperation.

Too frequently, parents come to my office with a child who is obviously mentally retarded and we say to them, "Why did you wait so long before getting assistance? Your child is twelve years old. You must have known prior to this time that he was not developing normally."

And the parents often say,

*Digest of address given at Annual Convention, New York State Association for Crippled Children, Inc. Binghamton, New York, October, 1950.

"We did suspect it. He didn't walk when he should have, and he didn't talk when he should have. We went to our family doctor to ask for his information and advice. And his reply was, 'Don't worry. Wait until your child is sixteen, and you will never be able to tell him from a normal child.' "

That type of information is inaccurate. Too many of our general practicioners, and in some instances our pediatricians, are not giving parents the best possible information — either from lack of understanding or from inability to face realistically the troubled parents who come to us. Educators, too, frequently fail to be honest with parents. We say "Let us place your child in a special class for a year or so, and after that, we'll return him to a regular grade where he will be able to do as well as the next child."

We do not have any method whereby, either educationally or medically, we can cure mental retardation. We cannot make the child normal.

We can, however, provide a method of educating these children which will help them to become socially and vocationally independent within the limits of their mental ability. This, and only this, can honestly be promised to parents. However, if this promise is given and faithfully carried out, the public will support the honest educator.

Financial Help

A general reconsideration and revision of our state reimbursement laws is also needed if we are to educate our handicapped children. In New York State, the local school is reimbursed to the extent of $800, in addition to that provided for a regular class, for each class including a minimum of ten handicapped children. This amount does not increase if the number of children increases up to the maximum of twenty-two. New York is not by any means the state which least reimburses the schools for the education of exceptional children.

The education of such children is expensive. It will be far more expensive to society in the long run, however, if we do not expend for this purpose as much as we can during the first sixteen or seventeen years of the lives of such children.

Educating Educators

Our general classroom teachers and administrators need more information about the requirements of exceptional children. As I talk with educators, one of the questions I am asked most often comes from the regular classroom teachers, who say, "What do I do for the child who has such-and-such a handicap?" Our teacher training institutions are not preparing teachers to meet of needs of children who deviate from the norm.

If we can make teachers and administrators aware of these needs, aware of places where assistance can be gained, if we can help them to differentiate between those children who logically should be in special classes and those who can be taken care of within the regular classroom, we have gone a long way towards helping exceptional children.

Parent Education

For years we have attempted to bring parents to fuller understanding of their children. For the most part, these efforts have been directed towards parents whose children are normal. Parents of handicapped children need even more understanding in handling and providing for the needs of such children. The impact of a physical handicap on the adjustment of a child in a family situation and the impact of a physical handicap in one member of a family situation upon the adjustment of the entire family is almost impossible to understand unless you have had experience in your own family.

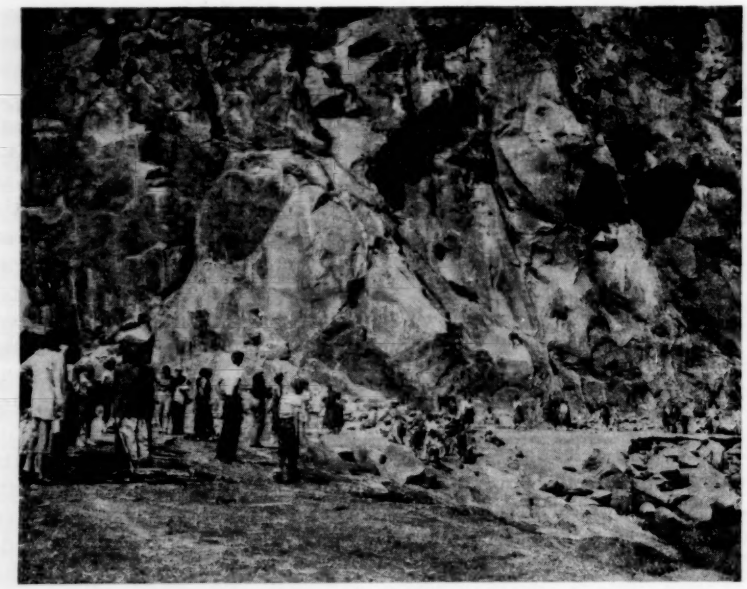
The impact on the emotional adjustment of a parent who has just learned that his baby is deaf is profound. The traumatic experience of a parent who has just been told that his child may never walk is something you and I have not to date experienced and thus cannot adequately understand. Such information, however, is being received by parents every hour of the day in the United States. These parents need help from people who can be honest with them and give them guidance and understanding, as *they* attempt to meet the needs of these children who are deaf or who may never walk. Carefully planned parent education experiences are a requisite to the school system's effort to meet the needs of deviating children.

We come thus to the conclusion that American education is not yet geared to meet the needs of all the children. We see, however, in spotty distribution throughout the United States, small groups of educators seriously concerned with the problem who are attempting to broaden the horizon of experience for many children who should fall within our interest and our scope.

The task is not hopeless. If the steps outlined here can be taken, we shall be much nearer to the democratic goal of equal opportunity for all our children.

SUMMER WORKSHOP WITH IMAGINATION

William McGowan
Coordinator of Secondary Education, San Luis Obispo, California



Field trips were a part of workshop activity. This shows a group on a tour to Morro Rock, Morro Bay, California.

Here's a recipe for an ideal teacher's summer session:

1 whole Mae Harville
1 good school location
a sprinkling of office personnel
78 elementary and secondary teachers
80 wiggling elementary school pupils
a pinch of spirit from San Francisco State College.

Mix these ingredients indiscriminately and shake boldly. The result is wonderful! Walk through any San Luis Obispo County school for proof.

Last summer Superintendent Alvin E. Rhodes decided to provide his country teachers with the opportunity to take their graduate summer school work "at home." Through San Francisco State College, we made arrangements for a workshop in general elementary education to carry six units of credits.

Goals for Study

Naturally those enrolled in the workshop had certain basic purposes:

To discover that learning is a self-directed *process* by which all individuals bring about changes in themselves.

To discover that learning functions as a *growth process*

> . . . as this process evolves, there is a continuous interaction of human thought and ideals upon new facts and conditions. It acts in experience to change human behavior.
>
> . . . the degree of change possible to *any* individual is conditioned by his behavior and limited to his level of maturity.
>
> . . . what any individual learns in experience and the level he attains, are revealed through self-expression—things he produces, responses he makes, new meanings and understandings he acquires and shares or changes in his attitudes and behavior.

To become aware of the developmental characteristics of children of all age levels so as to know what to expect of children at each maturity level, and what kinds and what amount of stimulation to use to achieve maximum healthful participation at each age level. To help all individuals to a better understanding and a deeper appreciation of democratic procedures through group processes.

Three-Step Teaching

These purposes were fulfilled in an interesting and, at times, awesome manner. Mrs. Mae Harville, Curriculum Coordinator and Art Supervisor for San Mateo City Schools and workshop director, believes firmly in practicing what she preaches. She preaches "demonstration, dramatization, and practice."

On the first day of the workshop, Mrs. Harville had the en-

tire group playing "prancing horses," drawing prancing horses, and understanding a little better the thought and developmental processes of primary children who find "prancing horses" an intriguing way of getting started in the school learning situation.

First, Mrs. Harville demonstrated work done by primary children. She showed what might be expected as a product. She explained various developmental stages. Then she helped the 78 people supply themselves with working material in 5 short minutes. (She swears the same thing can be done with children —and more easily!)

Next came "prancing horses," and 78 self-conscious teachers pranced around the large workroom. Then came an explanation that "Now we are going to draw something. I'm not going to tell you what to draw. Just draw whatever you feel stimulated to draw. There's only this to remember. Whatever you draw, make it big, and bright and neat!" The results were the most amazing interesting horses ever drawn on the West Coast.

This initial activity introduced the workshop group to a practical application of good educational theory. The people involved had *had* an experience directly concerned with "demonstration, dramatization and practice." This experience had helped them develop some healthy basic attitudes, some fundamental knowledges, a few specific skills and a growing understanding of how children learn.

Variety Plus

The workshop had a broad base of activities. Science field trips were taken to the near-by seashore. Specimens were gathered and mounted. Science seminars afforded opportunity for the development of resource materials for use. Audio-visual materials were collected, made, tried and catalogued.

Other field trips took groups to a modern dairy farm, for a geological survey of the San Luis Obispo area, through celery fields and a packing plant.

Every teacher had opportunities to work motion picture projectors, transcription players, film-strip projectors, tape recorders, and other equipment.

Workshop art classes were fun. Every one was introduced to the use of crayons, water-colors and clay. Every teacher had a chance to create and fire at least two clay pieces. Puppets were made. Every teacher had a bulging portfolio of crayon and water-color drawings by the end of the session.

Everyone was given help in the area of counseling and guidance. Various forms of cumulative records were discussed and used. Techniques of interview were demonstrated and practiced.

Some of the most interesting workshop experiences centered in two demonstration classes and the individual tutoring that was carried out as a part of workshop procedure. Every teacher enrolled in the workshop had an individual youngster to work with throughout the summer. Here was the opportunity to implement Mrs. Harville's techniques. The two demonstration classes were exceedingly helpful in portraying Harville tactics and procedures in action.

Here was a summer session that was real, and actually met individual teacher needs. A day by day schedule for carrying out a realistic developmental reading program was demonstrated, and a copy given every participant. Aside from the practical helps, the free working atmosphere of the workshop was a very healthy thing. Teachers came away with a new feeling of comradeship and interest in their work.

The experience proved that summer school education courses *can* be fun and instructive at one and the same time. They *can* give a teacher a lot more than just credits.

Help For The Shy Child

Modern Educational Practice, a teacher's handbook compiled by Paul R. Mort and William S. Vincent, (McGraw-Hill Book Company, 1950), offers the following hint for group games:

"Even in a small group of children, mixed as to age, I find a variety of sports necessary. While larger boys play mushball, girls volleyball, etc., there must be a simple ring game or other game for the little ones. This avoids accidents. The teacher must circulate from group to group. Often an older pupil will conduct a game for a smaller group. Unskilled and shy children in each group must be searched out by the teacher and taught to play. Often they lack muscular coordination. Such a child can be taken to a smaller group and used as a leader there until he feels confidence. Then he will naturally gravitate back to his own group where he will participate. A child who is an 'only child' often does not know how to play with others. Quite often I play on the team, ask the special child to assist me, commend him when he does well, and family 'fade out,' leaving him to take my place in the game."

A PLEA FOR STRINGS

Markwood Holmes
Kansas State Teachers College, Pittsburg, Kansas

Some experts believe that the weakest part of the school music program is stringed instrument instruction. Several organizations that deal with music teachers are working toward the correction of this situation. Mr. Holmes' article aims at getting the case before other school people.

Too many schools in the United States neglect stringed instrument instruction. The chief reason for this is probably the failure to understand the significant part the music of strings plays in our cultural life.

From the discovery of the full possibilities of the stringed instrument family stems the development of choral as well as instrumental music. The opera, the symphony, the oratorio all depend on the orchestra for full realization, and it is the violins, violas, cellos and basses which give the orchestra its unique character.

Musical Treasures

The infinite variety of shading and tone color produced by a well-trained string group has attracted our greatest composers. To the string quartet these composers have entrusted their most precious creative discoveries. It is around four instruments, two violins, viola and cello, that the fabulous wealth of chamber music has been written.

This wonderful literature is so vast and varied that it offers a solution to some of the problems of the conscientious music director. While it is true that the study of many of the master chamber music works challenges the best efforts of the most talented musicians, there is also a wealth of material suitable for players in elementary and intermediary stages of development. Written for duo, trio, quartet and on up to the chamber orchestra of from ten to forty players, it is available to groups of any size and in every conceivable combination of instruments.

Strings blend well with any and all instruments and are especially effective as accompaniment or obbligato for groups. Thus, as a nucleus for the organization of a school orchestra, the string duo, trio or quartet, with or without piano, can be of inestimable value.

Encouragement of the study of stringed instruments is practical for two other reasons. Violins, for example, are available at very reasonable cost, and in small sizes. Cellos, too, can be obtained in half-sizes, and while there are no tiny violas, a three-quarter violin can be strung like a viola, making possible the formation of a miniature string quartet for very young children. The possibilities for individual accomplishment are limitless. No better ear-training can be imagined, and under capable guidance, any talented and ambitious member of such a group could, by the end of his high-school career, emerge as a highly efficient ensemble and orchestral player.

Ensemble Playing

The thrill of playing in a large, well-trained band or orchestra is an experience not soon forgotten. Under proper conditions, a spirit of cooperation and fair play, and an alert and sensitive attitude are developed to a high degree.

Perhaps even more is this true in the small ensemble. The chance for personal expression is greater, almost mandatory, in fact; and since each individual part is of such importance, the mediocre player has less opportunity to lean on other, more proficient players. Thus, the necessity for rapid advancement is immediately presented, and it is of course obvious that the more competent chamber music players there are in the school system, the better will be the big orchestra and bands.

Starting from Scratch

The size of the community need not matter in the establishment of a string program. Many a small school supports an excellent orchestra as well as a band, while a town nearby, several times its size, may not produce a single stringed instrument player. Music directors who know little or nothing about strings have in some cases been clever enough to enlist the

Courtesy of American Music Conference

Participation in the school music program helps children to develop into well-rounded human beings. These youngsters are learning to "compose" their own music as an outlet for their imaginations.

help of the local private violin or cello teacher, or, if none happens to be available, they have interested enough students in private lessons to engage such a teacher from a nearby community for one or more days each week. Such conductors will acquire, after a few years experience, a well-grounded understanding of string problems by observation, experimentation, and perhaps an occasional lesson with a first-class teacher.

Obviously this hit-or-miss method is far from ideal. Too many music majors are graduated from college with such a scant knowledge of stringed instrument procedure that they start orchestras only under severe pressure. And if there is no pressure from administrators who are satisfied with a few choral groups and a band for football and basketball games, the situation is allowed to drift along, depriving the ambitious and talented student of a chance.

Competent Direction

Investigation has shown that an orchestra flourishes best where there is a director of reasonably high musical accomplishment who knows something about strings and is in sympathy with their problems. It is squarely up to teacher-training institutions to prepare their graduates to handle orchestras as well as bands and choruses. To this end the Committee on Stringed Instruction for the Music Educators National Conference has set up a model curriculum for music majors and hopes to get it before every music school administrator in the United States.

For the most part the music schools are only too willing to cooperate in the development of fine strings, but of course must meet educational requirements of the North Central Association or other similar groups, as well as demands of the National Association of Music Schools and the requests of the American String Teachers Association.

Signs of Progress

In spite of ignorance, antipathy and some antagonism, the string situation has, within the last three or four years, taken a tremendous turn for the better. String clinics have sprung up over the country, and are responsible, in some areas, for the gathering of as many as 400 to 500 high-school string players. The increase in the number of professional and semi-professional symphony orchestras is amazing, and everywhere institutions of higher learning are strengthening string departments, sponsoring chamber music concerts, and even supporting in residence, world-famous string quartets. Conductors of our great symphony orchestras have virtually demanded that something drastic be done to avert a threatened shortage of fine string players throughout the nation. Most of those vitally concerned have answered the challenge with active programs.

If school administrators who lack sufficient information will look into the situation; if those whose tastes do not happen to run to music of higher calibre than stirring marches or pep tunes will set aside their preferences and act in favor of music for education rather than entertainment for adults in the community; if educational leaders will re-examine some of their theories and allow our music schools to produce musicians capable of conducting strong, constructive music projects of really good quality and high educational value, our nation cannot help but attain and maintain a position of greater cultural influence, making for a fuller existence for all.

ADULT COURSES THROUGH COOPERATION

When taxpayer groups demand that frills be trimmed from the educational petticoat for economy reasons, adult education programs are often exempted from criticism. Adults who have benefited from classes that open new horizons of knowledge or from recreation programs that really recreated the tired mind would be reluctant to dispense with this phase of American education.

On these pages, Kenneth Parker, who played a large part in getting public and private school authorities to cooperate for the benefit of the community, describes an unusual adult education venture.

Adult Education is reaching new heights in Watertown, Connecticut, as a result of collaboration of the local public and private school administrators during the past two years. The Adult Education and Recreation Program, offered free to adults in the community as early as 1912, is now sponsored jointly by the public school department and the Taft School, an independent boarding school for boys located in this New England town of 11,000 inhabitants.

Many communities throughout the country today offer educational and recreational programs to adults. Men and women from all walks of life become regular students of activities which satisfy the desire for mental stimulation or offer means of self-expression or pure recreation.

Few towns are as fortunate as Watertown in having the resources and facilities of a private school to supplement those of the public school system. Such cooperation in a community project illustrates clearly the growing tendency of independent schools to take an active part in the life of the town and to cooperate with the public schools. This collaboration of public and private educators cannot fail to be mutually beneficial, for it engenders a deeper understanding and appreciation of education's many problems.

Other independent schools have for some time been sponsoring adult programs, generally making some small charge to cover administrative costs. Notable work has been done by Phillips Andover Academy and several Philadelphia area schools. Taft School's move to assist the town's public school program is different in that it is one of the first examples of public-private school cooperation in the adult education field.

Planning Program

For several years, Taft had been eager to offer courses to adults of the town. The school possesses excellent facilities and adequate personnel to undertake such a program. In the winter of 1947 Headmaster Paul Cruikshank appointed a committee, with the writer of this article as chairman, to study the problem and to begin a program as soon as feasible.

The conclusion was reached that no action could be taken during that school year. The committee, however, was more convinced than ever that such a program would prove beneficial to the town and would have good public relations value to the school.

The committee chairman, in the meantime, met with John F. Regan, director of the Watertown Adult Education and Recreation Program, to discuss the possibility of offering the School's facilities and personnel to supplement the existing town adult program. This suggestion was welcomed, as the resultant program would be broader and more complete with the addition of proposed academic offerings.

Varied Offerings

This year's adult education program consisted of 29 different activities, the greatest number ever to be offered, divided evenly among handicraft, educational and recreational fields. Handicraft classes include ceramics, chair caning, hooked rug making, lampshade making, sewing, tray stenciling and woodworking. Americanization, art (oil painting), flower arrangements, home nursing, investments, law for laymen, music appreciation, poetry, public speaking, Red Cross first aid, typing, and the World Today (current events) are this year's educational courses. Recreation activities include badminton, barbershop quartets, dancing, dramatics, golf and men's gym.

This year Taft is accounting for nine activities. The School's offerings, however, are not all

Kenneth C. Parker
Director of Public Relations
The Taft School
Watertown, Connecticut

in the educational field. The use of the Taft gymnasium has made it possible to add dancing and men's gym to the list. These courses, always popular in adult programs, had not been previously offered because there was no available space during the fall or winter.

Canvassing the Town

When we first embarked upon this program, we were most anxious that all possiblilities be explored. It was decided, therefore, that an advisory committee of townspeople would prove beneficial. A committee of seven was appointed to ascertain the needs and wants of the community, to advise the directors in forming a long-range program, and to help promote interest in the various activities.

One of its first suggestions was to make a telephone canvass. Ten members of the Junior League, who volunteered their services, attempted to call every third person on the list of telephone subscribers, contacting 586 persons. News about the program had been well disseminated, as more than 60% of the people had previous knowledge of the courses. One hundred twenty-two people commented freely upon the program and 42 % of these felt that it was excellent, well balanced, and of great value to the town. The few criticisms of the program were limited mainly to comments on poor lighting in certain household arts rooms, overcrowded classes and too many good courses scheduled for the same evenings.

One question asked by the canvassers was: "What courses would you like to have on the program?" In addition to the activities already offered, 37 different subjects were requested.

The public relations value of this canvassing technique was invaluable. It brought news of the joint program directly to a large number of people, offered them a chance for comment or criticism, allowed them to feel that they were part of the program and furnished a substantial number of new ideas.

Attendance Grows

Attendance in adult courses given by other Connecticut towns and cities has suffered a sharp decline this year. It is difficult to attribute this to any one factor. We might assume, however, that television and an increase in war production necessitating additional factory workers on the three to 11 o'clock shift have contributed greatly to this decline.

In spite of this general slump, the Watertown program has continued to grow. Figures at the end of the second term this winter show that the total average attendance of 365 has already surpassed last year's record high. Figures for total registration were only fourteen below last year's peak and new registrations during the spring term will push the total registration figure to a new high well above 900.

Favorite Features

The addition of five new activities included a course in classical music, conducted by a member of the Taft faculty and his wife.

Investments, a short five-week course, the World Today, and flower arrangement also proved very attractive.

The Town Players, coached by Miss Isabelle Rowell of the High School, is a group of about 40 young people in the town. This group, a product of the Adult program, produces four or five plays each year and has placed well in State dramatic club competitions. It is a year-round activity, and its summer production is always anticipated by residents of the town.

Lest we give the impression that everything runs smoothly, it is only fair to state that troubles do arise. In the case of new offerings it is difficult to foretell what courses will be well received. Our greatest embarrasment came last fall when an outside lecturer appeared at Taft for the first of a series of four lectures on Family Living. Only five or six people showed up. A few hurried telephone calls increased the attendance to eleven. It was not lack of publicity, for every possible angle with the exception of a telephone campaign had been used. Needless to say, the series was discontinued.

The eight-page folder describing the program contains the following sentence. "Upon the request of ten people, any class may be included in the adult program provided a competent instructor is available."

Ten people requested that we present the Flower Arrangements course in the fall as well as in the winter. Their request was granted, and both sessions of the class were well attended. The program, therefore, is flexible, and one of its aims is to offer the type of activity which the community desires.

Watertown can be justly proud of its program. It does not claim to know all the answers, but it is continually learning from the experience of other adult programs. The spirit of cooperation on the part of all those agencies interested in education—Public School, Independent School, Red Cross, and Civil Defense—is the formula that has produced the present adult program.

PHYSICAL EDUCATION FOR JANE AND JOHN

Donald B. Emery

Does the old-time program of sports plus calisthenics meet the physical needs of today's boys and girls? No, says Mr. Emery. In this article he outlines objectives for a really adequate course.

Mr. Emery is Chairman of the Division of Health and Physical Education at the Wayne, Nebraska, State Teachers College.

From kindergarten through twelfth grade, every classroom is filled with embryo citizens of tomorrow—every little freckle-faced Johnny and pigtailed Jane representing the hopes and dreams of parents and the eventual realization of a nation's ideals. Following Johnny with his butch cut and Jane with her teeth in braces through the educational program to the "king-size" boy and "sharp" girl graduate reveals that physical education has much to contribute to the picture and has well-earned a prominent place in the school curriculum. Let's look at some of the facts.

First of all, what do we mean by physical education? Contrary to popular opinion, we mean much more than basketball or baseball with a little football added in larger schools. The real scope of physical education in the high school curriculum is tri-phasic and includes:

The Daily Class

To be really worthwhile, this must be a regularly scheduled, daily class period, devoted to instruction in basic skills and techniques.

The Intramural Program

This must be a broad program, set up to include activities for every child in school, without academic restriction. It must be geared to the school and community program and also a regularly scheduled part of the curriculum. Here Johnny and Jane can learn to dance, to swim, to play games of all types —volleyball, golf, table-tennis, tennis, bowling, etc. Here correctives may be included with a minimum of embarrassment and limited activities provided for the physically handicapped.

The Athletic Program

This must be a sane program without academic eligibility rules. It is a specialized program, designed to meet the needs of those who excel—just as maximum assignments are prepared in academic classes for those who excel there. Excessive emphasis should not be placed on competition as such and schedules and tournaments must not be overdone. This may be a new and different philosophy for some schools, but it is by far the most justified if Johnny and Jane are to profit most from the activities—and, after all, for whom should the program be designed?

In keeping with the highest objectives, physical education serves as a laboratory where through certain long and technical processes — spread throughout the entire thirteen years—well-rounded individuals are developed.

What will physical education do for Johnny and Jane? What are these high objectives that contribute so much as far as my snub-nosed boy or your taffy-haired girl are concerned? Let's see.

Strong Bodies

What about good health, objective number one? Exercise will increase circulation and oxygen intake. Breathe deep, little man, and keep those lung cells well aired. Proper elimination habits are aided—no castor oil or what have you tonight. The appetite is whetted—even liver and spinach go down easily. Endurance is developed —and our present-day living pace takes plenty of that. Muscles are developed — good posture, good complexion, good figure—"king-size" and "sharp." And best of all, our healthy little hoodlum will sleep better for all his participation. As the individual matures, he learns about proper diet — training rules help a great deal with the "candy problem" and many others. Proper bathing habits are easily developed. Abstinence from dissipation is encouraged. Smoking, drinking and fast living are not to be tolerated by the good athlete and the mindset is right for good habit formation.

Healthy Minds

Second, much is done for emotional stability in the child and adolescent. Self-control, poise,

self-confidence, ability to keep calm under pressure—all these so easily begun in the physical education field, stand Johnny and Jane in good stead as the years go by. Particularly during the stresses and strains of the teen-age period does physical education provide opportunities to work off the emotional tension. One teen-ager put it this way—"You don't feel like much more trouble than a good night's sleep after a couple of hours of hard work on the basketball floor—and it's fun, too."

Grace and Poise

From the point of view of the æsthetic, our third objective, much is done by physical education to make the boy or girl feel at ease in his world. Ample opportunities are provided for developing agility, grace of movement, smoothness and coordination. It's easy to forget one's awkwardness and embarrassment and learn to dance, or play tennis, or golf, or even walk before a crowd, if every other kid in the neighborhood is going through exactly the same toe-stubbing and knee-shaking experiences. Physical misfits have a rough time in the world these days—the physical education program aims to eliminate every one by starting young and working at each individual problem. Boys and girls expect to learn to count and spell and read at school; so should they also expect to learn to dance and swim and carry themselves well. Particular attention is given those who are physically handicapped and this area of attention to individual differences cannot be valued too highly. Rarely do the physical education people produce a repressed, frustrated, melancholy, introverted speciment.

Social Development

A fourth area in which physical education seeks to accomplish much is that of social development. From the very beginning, children are encouraged to happy living. From keeping up with playmates, getting along with people, to the highest degree of self-expression and development of leadership qualities, happiness is the keynote of the program. Good citizenship is a second social attribute that is largely encouraged. Good character is developed, good judgment is stimulated, a sense of belonging to a group is produced—and how important it is to "belong" cannot be overestimated. By the rules of the game, Jane and Johnny learn to win and lose gracefully and to play the game. Finally, many life-like situations arise that give opportunity to practice the social rules and graces—game problems, working with people, necessity for making quick and accurate decisions — all these will build a good foundation for the years ahead.

Vocations and Avocations

Recreational values provide the fifth area of achievement by the physical education program. First and vastly important is the fact that the child is taught to play. This is one of the greatest contributions to future happiness and physical well-being. In addition, many carry-over activities are taught that provide participation recreation for work-weary men and women—golf, tennis, volleyball, handball, swimming—to mention only a few. The non-participant, having learned the rules of the game, becomes an intelligent spectator, able to enjoy the contest more because he understands it, with proper respect for officials because he understands their job.

Finally, physical education has definite vocational values. It brings a physically healthy, emotionally stable, mentally alert individual to any job, and in particular, provides careers in teaching, coaching and recreation work.

If physical education can do for each individual all or part of the things outlined here, then it certainly is helping to realize a great aim of education—to produce well-rounded individuals.

Yet there are many states where provision has not been made for state-wide inclusion of physical education as a regular unit of public school work. In those areas, efforts are being made to inform the public of the real facts about the physical education program, so that existing conditions may eventually be improved. John and Jane, tomorrow's citizens, need the right kind of physical education.

Wood Note

Sixty boys from Michigan high schools, more the outdoor than the bookish type, are cheerfully taking part in an educational research project at Waterloo State Recreation Area and Allegan State Forest. Their "school work" centers around forestry and wild life practices and they resort to texts or "figuring" only when the completion of some project makes it necessary.

Henry Dykema, Ann Arbor principal on leave who directs the project, calls it an improvement on the CCC pattern. The experiment is being financed by the Kellogg foundation.

POSTURE, A CONCERN OF EVERY TEACHER

Rachel Blackburn
Central High School, Tulsa, Oklahoma

What do you see when you walk through the halls of your school? The art teacher probably notices the work of some promising student on display; the dramatics instructor checks on the posters advertising a coming play. A teacher of physical education notices how nicely Mary is walking.

Should all teachers be concerned about Mary's carriage or Sue's posture at her desk? Is posture important?

Why Posture Matters

Would you try to run your automobile with the wheels out of line? The body is a complex mechanism with parts lined up in certain positions for proper functioning. How can one get maximum efficiency from lungs that are cramped, from round shoulders and a hollow chest? Circulation and digestion are impaired from this position, too. When poor posture is habitual, vital organs sag and become displaced. The body's susceptibility to disease is increased because of lowered vitality. Sagging Susan lacks pep, enthusiasm and mental alertness.

Rules That Help

Good posture is a problem of efficiency and balance in motion. It is the graceful performance of sitting, stooping, walking, running, climbing, reaching, standing, bending and other every day motions.

Eight rules for good standing posture are:

(1) Stand tall
(2) Chin level
(3) Chest high
(4) Shoulders relaxed
(5) Abdomen in and up
(6) Buttock flat
(7) Spine straight
(8) Feet parallel, toes straight ahead, weight evenly distributed.

To picture straight Susan, imagine a perpendicular line running from the skull dividing the body through the middle of the ear, neck, shoulder, hip, knee, and instep.

Whose Responsibility?

Every teacher can help students attain better posture. The first part of the job is to make them realize posture is important. The second is to help them maintain it or restore it. Bad habits of standing on one foot, sitting or standing with weight unevenly distributed, bending from the shoulders instead of from the hip joint, and incorrect carrying of books can be corrected outside the physical education class as well as in it.

How can we get students interested? In the first place, the plea "health for health's sake" does not mean much to young people. We must appeal to the age group through the things they care about now.

The "Looks" Approach

The appeal to personal appearance is the most effective approach. Every normal girl or woman wants to look her best. I am sure of this because of the crowds around our mirrors in the gym dressing rooms. Find a group of high school girls and there will be either boys or a mirror. So—stressing personal appearance works. Modern dress demands good posture. A high hip, uneven shoulders, spinal curvatures, forward heads, winged scapulae, hollow backs and other horrible deviations are so very noticeable in a modern bathing suit. Grandmother had a bustle to hide her hollow back. Our strapless evening gowns leave little room for alibis.

The use of posters and stunts is very important to increase interest and keep it at a high level. Sitting in a chair and rising with a cup of water balanced on the head is a good stunt.

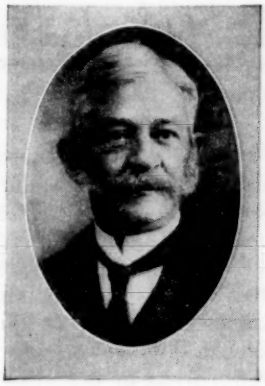
There are a few youngsters who just do not feel well and really want more pep. So much can be done for these individuals with proper posture training. They are most cooperative.

Classroom Opportunities

Dramatics and English classes offer many opportunities for stressing posture. The use of posture to portray character types in dramatics is interesting and beneficial.

The poise, assurance and efficiency which accompany good posture are necessary in today's competitive world. Good posture creates the impression that one is energetic, alert and ready to take an active part in the responsibilities of today. Who doesn't want to look like the kind of person others want for a friend, to head an important committee, or take on an important job?

When the moment comes when Susan wants better posture—even if it's only because she wants more dates—let's give her the "how" and "why." The rest is up to her.



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INSPIRATION BEATS EXHORTATION

Richard C. Spitzer
Curriculum Director,
Gloucester (Mass.) Schools

Are we preaching when we should be using better methods of teaching? The old word "inspiration" can have new meanings, new and broader applications. Ranging from rats to raising standards, Mr. Spitzer offers suggestions for getting better results from pupils without getting ulcers as well.

Thomas Edison, so the story goes, when asked his formula for success, replied, "Ten per cent inspiration; ninety per cent perspiration." Which element do you emphasize in your teaching? Edison may have felt that the effort he expended was at least nine times greater than the inspiration which prompted him to begin, but we can rest assured that he did not sell inspiration short.

Do we as teachers sell inspiration short? We know what inspiration, or the lack of it, means in our own lives. Why do we let ourselves forget that our pupils are made as we are and that they are not always moved to their best efforts by our exhortation, our fervent persuasion, our nagging and scolding?

Examples, Not Ulcers

Take the matter of good speech, for example. Regardless of his specific subject, every teacher wants pupils who articulate clearly, choose their words wisely, and converse courteously. Teachers develop ulcers and sour dispositions as they struggle with lip-lazy youngsters. With a zeal known only to teachers, they correct and admonish, with the sad result that pupils grow embarrassed and resentful. Would it not be better to invest that same energy in providing opportunities for pupils to hear English well spoken? Recordings will help, of course, since they can be made available when needed; they can be replayed; they can be interrupted for teaching purposes.

But the best recording made is a miserable substitute for the inspiration which an accomplished speaker can supply. Part of the language teacher's job should certainly be that of bringing pupils into the presence of men and women who have something of interest and consequence to say and who say it well. The teacher is then in a position to accentuate the positive. How easy it then becomes, without preaching or exhorting to show that the visitor's effectiveness resulted from his mastery of language. Give pupils credit for ability to recognize superior acomplishment. Is it unreasonable to assume that they will extend recognition to a good speaker, just as they extend recognition to a good athlete? Exploited judiciously, emulation can be a virtue.

Teen Age Models

The desire to emulate, applicable in all areas of learning, operates at maximum efficiency when the inspiration is supplied by a peer of the pupils. To be sure, pupils expect their teachers and other adults to be able to do things which pupils cannot do. What can their reaction be, however, when one of their peers demonstrates unusual excellence in music or science or art or any of the other areas of learning?

One high school science department with which the writer is acquainted has been trying to stimulate pupil interest in regional science fairs. Teachers have discussed the fairs with their pupils. They have purchased and offered to lend books crammed with simple experiments of the type suitable for public exhibit. Until recently, pupil response had been just short of apathetic. Then the science department played host for an entire day to one of the recent winners in local and state science fairs. Their guest was a high school junior girl who has done outstanding work in breeding toothless rats. A series of letters and phone calls (a little effort and expense *is* required to produce a learning situation) between the principals of the schools involved culminated in the arrival of the young scientist and her parents and three cages of rats. Meanwhile, plans had been made to schedule classes so that all science pupils might be able to hear their guest discuss her work. (Wise principals do not permit schedules to inhibit learning.)

The young lady more than fulfilled every expectation. For six full teaching periods she held the absorbed interest of the stu-

dents as she explained her experiments in genetics. Incidentally, in her use of charts and reality she provided a demonstration in excellent teaching. When, for example, she wanted to compare the head structure of the toothless rat with that of the normal rat, she was able to pick up skeletons of both, so that her listeners could *see* the differences, not merely read about them or hear the teacher tell about them. Even the rats entered into the spirit of the occasion—one obliging by giving birth to a litter during one of the class periods!

The point is that every pupil present recognized the superior attainment of the young lecturer. Talk about "raising standards"! How could pupils do otherwise than adjust their standards upward? Without a single word from any teacher, they gained new ideas about the study of science and its practical application. At least a portion of that student audience must have found itself asking, "If *she* can do it . . ." The very next day, at least two pupils approached their instructors to talk about possible demonstrations which they might plan for the science fair. One, the son of a doctor, said that he had suddenly realized that since his father's laboratory equipment was available to him, he ought to be carrying on some experiments of his own. Perhaps it isn't worth mentioning, but the total cost to the school for an unusual educational experience—a full day of inspiring instruction—was about twenty dollars.

Find Your Talent

The contention here is that for every department in the school, inspiration of this kind is possible if teachers and principals will seek it out and make arrangements necessary to profit by it. Outstanding young musicians and artists, pupil-travelers, pupil-scientists — to mention but a few—can bring a tremendous lift to your school's instructional program. Occasionally they will serve best in an all-school assembly, but usually a half day or a full day in the appropriate department or classroom will be more valuable. Enterprises of this kind need not be burdensome. They need not be numerous. The effect of each one will be felt for a long time.

They do require the acceptance of an attitude that should be more common in high schools. Setting the stage for learning is not pampering the pupil or making learning destructively easy. On the contrary, it is an essential phase of sound teaching. It calls for an understanding of adolescents, for teacher planning, and for follow-up. The more usual attitude, the attitude that teacher responsibility ceases with the offering of instruction and that all other responsibility belongs to the pupil is wholly indefensible.

For exhortation try substituting inspiration. Wherever possible, provide the opportunity for young people to meet and mingle with their outstanding peers from other schools and communities. The desire to emulate is mighty powerful. The wise teacher practices to unleash it, knowing that if he provides the ten per cent of inspiration the pupil will often supply the ninety per cent of perspiration.

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OPENING A TREASURE HOUSE OF ART

Frances Wayland

It all started when seventh graders in Highland School, Harmony Township, Ambridge, Pennsylvania, had a discussion lesson on the universality of art As the children spoke of vases, china and wood carvings, discovering that each category mentioned was a form of art expression, some child would raise his hand and exclaim, "Oh, we have that at home! My mother brought it from Bavaria" . . . or Czechoslovkia or Egypt or Greece.

Harmony Township citizens have a widely-varied foreign background. Children whose parents were natives of European and South American countries play with children whose parents have served the interest of the United States government, the causes of Christianity or the furtherance of American industries in Asia and the outposts of civilizations. All this adds up to a rich artistic heritage. Just *how* rich we didn't know until the seventh grade went to work.

Out of that day's discussion grew a desire to bring to class examples of the many art forms that had been discussed and studied in picture form.

When the children began to bring in the art objects, I was overwhelmed. Norman brought an enormous, exquisite reproduction of the Mona Lisa; Johnny lugged onto the school bus a hand-woven Italian bedspread, beautiful as a tapestry; Mary Lou brought delicate woodcarvings from the Black Forest of Germany; and Linda had a Dresden porcelain Compote figurine valued at well over a thousand dollars. The collection was just too big for the seventh graders to keep to themselves.

The school's supervising principal, Mr. Arlton Grover, came to their rescue. He offered to purchase insurance for us from the school's activity fund. With his encouragement, we went to the Civic Club president, whose daughter was a member of the class.

With the Civic Club behind the project, all things were possible. Members provided transportation and their efforts turned the seventh grade home room, the school library and art classroom, into a veritable art museum. A date was set which made the art exhibit part of National Education week. Then we started on publicity. The children took home letters explaining the origin of the exhibit and inviting parents to loan their valuable art treasure and to attend the openhouse. Newspapers and radio stations lent their support. Calls offering to lend treasures from all parts of the world poured in.

On the day set for our final preparations, Civic Club members, parents of the boys and girls, worked with the children preparing the room. One of the fathers, an upholsterer, came with his truck to transport antique furniture and other heavy objects. The walls were hung with brilliant tapestries, the library tables were bedecked with gorgeous table cloths on which part of the loaned collection was attractively displayed and library shelves were filled with additional treasures.

Besides all this, a local artist, a displaced person from Poland who had studied in the art schools of Munich, Paris and Vienna, loaned us many of his paintings so that one end of the room had a one-man show.

The day of the public exhibit found many of the boys and girls dressed in gorgeous, handmade authentic costumes from the countries of their nationalities or from countries which their veteran-brothers and fathers had visited. These children served as hosts and hostesses. A guest book on a small card table at the door gave the children an idea of just how many people attended.

The guests were amazed at the transformation of the humdrum library into a colorful art museum. Chinese dolls, vases, slippers, costumes, scarves and fans; Japanese tea sets and Korean chests combined with many other objects to bring the Orient into the display. Beautiful Hawaiian jewelry; costumes and sandals from India; handembroidered blouses, hand-painted vases, cups, teapots, and table cloths from Czechoslovakia; an extensive showing of architectural drawings made by the father of one of the boys; hand-blown glass objects; Ukrainian, Hungarian and Yugoslavian clothing and needlework; German steins, mugs and figurines; Bavarian and French china; Swedish candlesticks; Irish lace; Mexican dolls and jewelry were only a few of the articles displayed. Each object bore a carefully lettered plaque made by the students.

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PAPA IS SUPER

It is a rather widely accepted principle, I believe, that a practicing pedagogue who is also a parent is better equipped to understand the problems of other parents and their children. I once used this as a premise in applying for a superintendency. Everything seemed fine until one Board member, after looking at my application, said: "Gosh, this feller's got six kids. If we encourage people like him to move here we'll have to build more schools."

My fate hung by a thread until a second member had a bright idea. "You know," he said, "the State Aid is counted on the average daily membership and the more pupils we have, the more State Aid we get."

Double Session Decoys

That did it. From that point on I was in and my six children were also in—that unenviable position of all superintendents' children. They were the guinea pigs who were used in an experimental way when new books or supplies were tried out. If pupils had to be transferred from a straight grade to a double grade, from a regular session to a double session, or from one district to another, the superintendent was always able to say: "Well, my child was also transferred because I thought the plan such a good one that I wanted him in that group."

If the superintendent wishes to be protected in such a way, he must have a sufficient number of children of his own so that, no matter what move is made or what grade is affected, he has a child of his own right at hand who can be in on the act. Of course, if the superintendent weathers the storm in the same town for a number of years he can probably get by without having to use his own children as decoys.

One advantage of being in school work is being able to answer questions about your family. I have often been amazed at the number of parents who do not know in which grades their children are and I have thought: No wonder the schools don't get adequate support. The people just aren't interested. When anyone asks me about my family they usually start in by inquiring: "Let's see, how old are your youngsters now?" I then blithely proceed to tell which grade each one is in, who their teachers are and what the basic reader is in each case. Of course, I ignore the question of age, because my wife isn't at my elbow to give me the information.

Up Against It

When a superintendent's children enter school they meet pupils and teachers with varying philosophies. There is the kid who, in front of his pals, derisively shouts: "Oh look! His old man is superintendent." Barbs of this kind didn't inflict injuries in the early years. When one of my sons was first accosted in this manner he merely retorted: "Oh yeah? Your old man is a carpenter." As he grew older, however, he began to comprehend and he threatened me each time I planned to visit his room.

The reactions of teachers toward the Super's children vary also. There is the teacher who, mentally, is saying: "Oh, so you're the superintednent's kid, eh? Well, I'll show you a thing or two." Then there is the one who is always admonishing: "Helen, what would your father think if he knew how you were behaving?"

Pursuing Panaceas

The whole problem could be further expanded. We could endeavor to explain what would happen if the superintendent sent his children to another school system, for example. However, neither time nor space permits our pursuing this lively topic much further. We would be remiss to the other members of the profession, however, if we did not give a word of advice to those teachers who quaver at the thought of having as pupils in their classes children of the Boss. We might also give advice to those teachers who are just waiting for a chance to get their hands on those brats. Teachers, when the superintendent's child is in your class just be firm. Don't hesitate. After all, what we want is a spirit of democracy pervading our schools.

After having followed my advice, if for some reason—any reason at all—you are looking for another job because your contract has not been renewed, just get in touch with me. Teachers are still in demand and my six children have all finished school.

William E. Gillis

Superintendent of Schools, East Haven, Connecticut

WHAT'S THE GOOD OF DRAMATICS?

Louis Foley
Ecole Champlain,
Ferrisburg, Vermont

What do students in school or college "get out of" taking part in plays?

A distinguished teacher of dramatics has explained very interestingly one of the compensations which he has found in the arduous undertaking of producing plays in a college theatre. It is "the fun of seeing sober people drop the roles the circumstances of life have constrained them to assume, and become, for a few evenings at least, the persons their inner nature has meant them to be."(1)

In occasional moments of revulsion against type-casting, he tried an opposite method and found it sometimes astonishingly successful. "A flashy and obviously sophisticated girl" might play admirably the part of a sweet, modest, sentimental *ingenue*. "Sedate housewives and shy stenographers" could become "glamorous" on the stage. The ungainly and timid could suddenly appear graceful and assertive. An austerely conservative gentleman might blossom forth as "a colorful dandy with foreign air." These are merely examples to show that "a great many people come to the stage for release from their make-believe selves." On the stage, where it is taken for granted that one is only acting, they dared to be as they secretly wanted to be but were "afraid or ashamed" to be forthrightly in everyday life. They found thus a deep satisfaction in "the rare luxury of being themselves."

Now if amateur theatricals can give such people the release that they crave, surely this is a good thing, a legitimate contribution to the happiness of those concerned, with no harm done to anyone else. It may, however, suggest certain reflections. If these persons in their little hour on the stage are simply being frankly their true inner selves, can they properly be said to be *acting?* And in assigning their roles, is the director really getting away from "type-casting," or merely doing it in a more perspicacious and intelligent manner, rather than just accepting the obvious?

There can hardly be a better-known passage anywhere in Shakespeare's plays than those famous lines which tell us that:

> All the world's a stage,
> And all the men and women
> merely players.

Yet this is only a figure of speech, and it is of the essence of figurative language that it compares something to something else which is quite different in all respects other than the point of the comparison. The point of likeness here is virtually stated in the words: "their acts being seven ages," which the poet proceeds to describe. Once fairly launched in this series of apt descriptions, the reader is likely to forget all about the initial reference to the stage, or the idea that these "ages" are supposed to be "acts." The comparison is indeed a superficial one anyhow, just enough to satisfy the Renaissance taste for surprising *concetti*. There is nothing to indicate the playing of a part as an actor does it; in each of the various ages, so far as we can see, the individual is being quite his ordinary self.

With all due allowance for the timid souls to whom the theatre affords an opportunity to portray their inner selves, as they are inhibited from doing in everyday life, these must be rather exceptional cases after all. Among those of us who enjoy dramatics as a hobby, surely there are plenty who are happily adjusted in their usual occupations, suffering from no particular "personality problems," and who enjoy playing a part precisely because it is *not* their real self. That is what makes it "fun." Of course, as with any other sort of diversion, in order to find it truly enjoyable you have to put yourself into it thoroughly and try to do your best. And some of us are committed to the belief that "acting" deserves the name only in so far as the actor can behave consistently for the duration of the play like a person quite different from what he is and knows himself to be.

The person who is not by any means "playing a part" in his day-by-day living, who on the contrary is accustomed to being

(1) "Truth in Make-Believe," by N. Bryllion Fagin, Atlantic Monthly, September, 1950.

just frankly (however tactfully) his real self, is the kind who seems to some of us to have the best fundamental equipment for amateur theatricals—if that sort of activity happens to attract him. In the literal sense, he has *integrity;* he is an *integer,* a complete entity, not fractional, mixed, or confused. So when he does come to acting the part of someone else, he is prepared to enter upon that with the same whole-hearted sincerity.

The experience of trying to represent another personality may help us to improve the personality that is really ours in everyday life—to deliver it from cluttering irrelevancies and marring defects, to bring out more clearly and forcefully its most attractive qualities.

We are all of us subject to personal mannerisms of which we are usually more or less unaware. Some of them may not be especially annoying or objectionable, or may indeed somehow subtly make our presence more agreeable. As a rule, however, our little private peculiarities of speech, the oft-repeated meaningless gestures or tricks of facial or bodily movement to which we have become enslaved, are habits which we should do well to overcome. Now, if we are going to act the part of someone else, we simply have to get rid of these things. We have to adopt *other* mannerisms such such as we imagine to belong to the different sort of person that we are for the moment trying to be. This temporary liberation from the shackles of our own eccentricities of behavior can make us conscious of them, make us see them objectively, as we should be much less likely ever to do if left to our own devices. Our best friends would not point them out to us, but a play-director will—if he really directs! And anyone who cannot "take" that kind of directing is simply not prepared to profit from the experience of participating in a play.

But as for whatever psychological lift or solace may be found in play-acting, we may say of that what Woodrow Wilson said about character—it is a by-product. It will probably come most satisfactorily if we are not working for it self-consciously but are simply trying to do the job as nearly as possible in the way the nature of the thing requires it to be done. "Personality development," better command of oneself in public, in so far as that may be achieved, will result from mastery of definite skills for which the rehearsing of a play provides particularly motivated opportunities of practice.

A great fundamental lesson to be learned through dramatics, and one which most of our young people sadly need, is that of enunciating distinctly, carving out one's words, and yet feeling quite natural in doing so. For the many to whom anything like clean-cut speech seems an affection, this requires continual drill over a considerable period of time. It is the sort of thing that one can learn to do only by doing. It has to be done whole-heartedly, with no timidity, no holding back. This is the basic matter with which to inculcate a great principle of acting: whatever a person does on the stage with complete conviction will have every chance of seeming "right" to the audience. And let us understand clearly that *speaking*—in the theatre as in situations in "real life"—is quite as truly *"doing* something" as anything else can be. There is an old proverb that "actions speak louder than words." The obvious answer is that however much more loudly, they seldom speak nearly as clearly.

Play-acting, if we work at it seriously, forces us to meet continually little problems of personal behavior which are excellent practice for acquiring poise and dignity. With the overemphasis on "informality" which has seemed so characteristic of young people's conduct, there is a tendency to think of "dignity" as stiffness or pompousness. Of course nothing could be farther from the truth. Dignity is not a matter of putting on airs. It is an honest simplicity, a calm confidence in the rightness of what one is doing and the way one is doing it. Not shaken by doubts, you are free from hesitation, from the awkwardness that goes with uncertainty, or the futile irrelevancies with which we try to cover embarrassment. To work well in the theatre, a person has to learn practical details of deportment. Handling unfamiliar objects without clumsiness, managing to be in a certain spot at a given moment, fitting one's movements gracefully with those of others—these things have to be done over and over again until we no longer need to think about how we are going to do them. An obvious item in the technique of public appearance is that of learning what to do with one's hands. Perhaps most often the best answer might be to do nothing at all—instead of pointless gestures which merely distract attention—to learn to do nothing when nothing is required, and to feel quite confident about it.

The theatre is an excellent environment in which to realize a profound principle of art: that

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of course art is "artificial"—that it must be so in order to seem "natural," in order to be interesting and satisfying. Art involves always selection, simplification, clarity and emphasis by eliminating the confusing irrelevancies which crowd human affairs in everyday life. We have the basis of explanation of a great deal of what goes into play-acting, when we recognize the fact that on the stage every detail should mean something, should be definitely leading somewhere. If it is leading only indirectly, then there is a reason, in the nature of things, for that way of doing. It is somehow preparing us, as apparently we need to be prepared, for what is to happen later on.

Much has been said—and no doubt with good reason—for the benefit which young people derive from athletics through the experience of team-work. Surely the production of a play offers opportunity for similar experience. Members of the cast have to work together as a team. A "small" part is not unimportant; it would not be included at all if it were not necessary. If it is well handled, the average unanalytic observer may be unaware of the effect it is having, just what it is accomplishing to help him appreciate and enjoy the play as a whole. But if it is poorly managed, its failure may deflate the best efforts of "leading" actors, break the spell completely, destroy the atmosphere which the play has to create and maintain. Not by "rationalizing" but rather by being realistic, the person who plays a "minor" role should feel a weight of responsibility and take pride in not disappointing those who are counting upon him. As well as any other kind of extra-curricular activity, amateur theatricals can inculcate the ideal of democratic cooperation.

Recreation Plus

Late afternoon and evening recreation programs in two New York City public schools are helping to eliminate juvenile delinquency and racial tension. Serving the Yorkville section, where antagonism has been sharp between public and private school students, as well as between racial groups, these after-school centers give high school students a chance to act as junior volunteers in supervising games and sports. Sixty Yorkville adults and twelve college students also help out the six paid teachers who supervise play activities for children from six on up.

STREAMLINED NOVELS---PRO AND CON

E. A. Barrell, Jr.
Dover High School,
Dover, Delaware

Do shortened versions of the classics serve a real purpose for today's students of English? Mr. Barrell weighs the arguments on both sides of the question.

Streamlining, the structural process of eliminating unnecessary angles, was first applied to cars and planes, then to home and office equipment, and now to some of the important novels read by some of the boys and girls in our junior and senior high schools. In this case, the "angles" consist of difficult passages in the novels, and/or difficult vocabulary factors.

Have these textual novelties a reason for being? Does synthetic Dickens really answer our children's needs or should they take their Dickens "straight" as previous generations of students were forced to do? The majority of schools have yet to be converted to the new technique.

Why Streamline?

In preparing and issuing abridgments and simplifications of well-known works of fiction, enterprising editors and publishers proceed, no doubt, on these or similar premises:

(1) Such versions facilitate the reading for "average" readers or below.

(2) Such versions retain the essence of plot and characterization, while deleting lengthy descriptions distasteful to modern pupils.

(3) Such versions make the pupil more readily acquainted with the work of outstanding authors.

(4) Such versions heighten the enjoyment by removing what might produce frustrated readers.

(5) Such versions build up the habit of worthwhile reading as a constructive leisure occupation.

In these premises it is obviously difficult to discover any great flaws. All teachers, surely, wish the study of literature to produce genuine enjoyment thereof. All teachers are opposed to letting young readers become frustrated. And all teachers want children to *like* reading. We realize, for example, that continual vocabulary hurdles are so discouraging for the average pupil that he is apt to cast a really important book aside in either despair or disgust, at the same time assigning its unfortunate author to limbo.

Do They Help?

The first step, then, in evaluating these shortened texts might be to ask, "Do they actually help the pupils in the various ways indicated?"

From my own observation, I am forced to reply to this query, "Yes, certainly."

Indeed, in the opinions of many teachers, the whole matter could come to rest right there.

"How much better it is," remarked one of my former colleagues, who uses a streamlined form of *Ivanhoe*, "when virtually every child understands what has taken place in the story, and who's who among its characters! In former years we had only the unabridged copies — long-winded, complicated in vocabulary, and filled to the full with allusions that few boys and girls recognized or cared about."

Apparently, therefore, many believe that such new versions as this teacher is using today do have a justification. This could be particularly so at the present time when experts have proved reading to be one of the most complex of human activities. Not so many years ago, in their pedagogical immaturity, teachers thought a boy or girl knew how to read by the time he or she entered high school. Today the majority of college freshmen learn with surprise that they have yet to accomplish this feat.

What Is Lost?

At this point, I should like to suggest to evaluators of streamlined fiction that they consider two possible objections to this process:

(1) A great author creates his novel as an entity, an impressive whole in which the various components of action, characterization, description and style are carefully proportioned to produce one significant effect.

Since this is so, is it best to upset such proportioning by questionable deletion, and thus risk losing the totality of effect for which the author was striving?

(2) Much of the renown achieved by great novelists rests on their special skills in descriptive writing — their word-portraits of people, places, events, moods. Does not the omission of these descriptions rob our young readers of the golden opportunity to observe clever descriptive writing in action, to learn the delights of being able to visualized the incident and persons of a book, and to stretch the most valuable item in human equipment—imagination?

Oliver Twist, for instance, would mean much less for most of us if bits like the following were left out:

"A mist hung over the river, deeping the red glare of the fires that burnt upon the small craft moored off the different wharfs, and rendering darker and more indistinct the murky building on the banks. The smoke-stained storehouses on either side rose heavy and dull from the dense mass of roofs and gables, and frowned sternly upon water too black to reflect even their lumbering shapes. The tower of old Saint Saviour's Church and the spire of Saint Magnus, so long the giant warders of the ancient bridge, were visible in the gloom; but the forest of shipping below the bridge, and the thickly scattered spires of churches above, were nearly all hidden from the sight."

After all, pupils themselves will have many descriptive themes to write during their high school careers—and without examples of masterly description as their guides, will they be able to achieve any degree of excellence in this type of writing? Furthermore, from the streamlined novels in which the original vocabulary has been simplified, how can a student gain that large knowledge of words so vital in all written and oral expression?

Comparing Texts

Naturally, evaluators of abbreviated novels will wish to compare, side by side and page by page, the original and the streamlined versions. And as they do this, they must ask themselves, "Has more been gained than lost, or vice versa, as a result of this streamlining?

Any evaluator of the new texts must decide whether they are valid for the majority of the students or whether their usefulness is limited to the so-called "slow-groups"—what was once known as the "Z" groups in the old X-Y-Z homogeneous groupings.

It is my own present impression that the new versions of great fiction will fill a considerable need — yet I wonder whether they pander to mediocrity in education, and whether they do not eliminate much that should be memorable to nearly every reader. Time, I suppose, will tell.

In the long run, as always, much depends upon the way in which the individual teacher handles whatever version—old or new—of a great book he uses.

True it is—yesterday, today and tomorrow—the good teacher is a greater factor in the advance of education than any of the specific materials which he or she employs.

And good teaching is a fine art, not a science at all.

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Treating of This and That

Margery W. Steer

Stating that education has thus far failed to produce any large number of people who take responsibility for finding an alternative to war, a critic of our schools say that we "witness the spectacle of a system devoted to the advancement of literacy to the last comma, and of health to the latest vitamin. And all the while the carefully nurtured beneficiaries of these refinements are sent periodically to their slaughter."*

Parents and teachers alike will wince at these words. Would they not do anything in their power to save their sons and daughters from becoming merely "manpower" for a military machine?

Anything in their power! There's the difficulty. We are part of a system so vast and complicated that we can neither understand nor manage the forces that push us hither and thither. We take less and less part in the policy planning that determines our lives. We sign the document someone else draws up; we take the orders someone else issues. Where, we wonder, is the freedom of which we boast—the democracy for we die?

Hope for a solution of this dilemma appears to lie (1) in the discovery of new ways of getting the facts to the people and of clarifying issues and (2) in establishing a two-way communication system between the "deciders" and the "doers." The Peoples Section for the U. N. is an excellent example of an attempt to accomplish these ends. A monthly bulletin—both brief and readable—states pros and cons of outstanding issues before the United Nations. Readers are invited to register their opinions on a question-of-the-month and regular reports are made directly to our U. N. representatives. The bulletin also carries challenging stories of individual and group action by which interest in world affairs has been increased in the local community.

Write to American Association for the United Nations, 45 East 65 Street, New York City 21, for the explanatory folder, "But What Can I Do for the United Nations?"

Blueprint for Farmville

Have you heard about Farmville High School? It serves a village of about a thousand people and 6000 residents of the surrounding countryside. The school plant includes recreation and health centers, a public library, community council rooms, a homemaking laboratory, an agricultural laboratory and machine shop, the community cooperatives and a school farm.

Obviously Farmville has a program which makes the school a vital part of the life of every member of the community. Buildings are open school days from 8 to 10 and weekends, to people of all ages.

Farmville school is the result of cooperative planning. A Community Council consisting of representatives of farm groups, women's clubs, churches, PTA, business men's organizations and all important local interests meets bi-monthly. Four subcommittees, the Youth Council, Rural Agriculture Committee, Health and Welfare Committee and Adult Education Committee submit recommendations to the school board and staff.

Farmville believes that young people as well as adults should be participating citizens. Their education includes attendance at meetings of the Council and sessions of local governing bodies. They study local needs and present a program of action to the Council. They take part in community campaigns and projects. They have student government. Thus in the face-to-face relations they prepare for adult citizenship in circles beyond Farmville.

You will not find Farmville on any map, for it exists only in the imagination of those who see in the rural high school an opportunity for the intgration of a group of families into a real *community*.

All blue prints must be subject to alteration to fit the pocketbook, the materials available, and other limiting conditions. To those who object that Farmville is fantastic, Utopian, the answer is, "We can dream, can't we?" We not only can, but we must! Whether we set out to build a chicken coop or a community school, we need a plan, a vision of the desired end result. Those interested in further details of the educational program in Farmville will find them in a booklet, "Planning for American Youth," published by the National Association of Secondary School Principals, 1201 16th Street, N. W., Washington, D. C.

*Rural Cooperative Community Conference Pamphlet No. 1, Education in the Community.

THE NEWS DIGEST

Loyalty Oath Voided At U. of California

The State Appelate Court of Sacramento has ruled the University of California loyalty oath invalid and ordered jobs restored to the 18 professors who had refused to sign it. In a unanimous opinion the third District Court of Appeals ruled that the only legal oath of a public office in the state is the required pledge to support the federal and state constitutions. The oath requirement instituted at the university 14 months ago was termed "an abuse of discretion by the regents," as the court stressed the importance of maintaining academic freedom.

According to a faculty committee report the university suffered the following injuries as a result of the controversy: 26 faculty members were dismissed; 37 others resigned; 47 professors from other institutions refused to accept University of California appointments; and 45 courses were dropped from the curriculum because the administration was unable to secure instructors. Signed protests from 1,200 professors in 40 American colleges were received, along with condemnatory resolutions adopted by 20 professors and learned societies.

Plan for Easing Teacher Shortage

Proposals to ease the teacher shortage are being weighed in all sections of the country.

Most specific recent recommendations came from New York State where the Board of Regents has advanced a six-point program aimed at meeting a shortage of elementary teachers outside New York City during the next five years.

The following measures were approved: (1) expand summer training of teachers this year to include 1500 new students; (2) provide an accelerated program in state teachers' colleges; (3) use more New York State trained teachers upstate; (4) conduct a recruiting campaign among high school students; (5) set up a registry service for teachers in the state department of education, and (6) encourage a review of existing programs of instruction.

Deferment Policy Debated; Draft Boards to Rule

Although selective service directives have clarified some misunderstood phases of the deferment policy, many college students are disturbed about the uncertainty of their draft status. As Congress scraps over differences in the Senate and House versions of selective service legislation, colleges are wrestling with problems of finance and morale.

In mid-April, Major General Lewis B. Hershey assured the nation that the use of deferment tests will not be abandoned because of a House amendment advising local draft boards that test results are guides, not mandatory criteria, for deferring college students. "The amendment," Hershey said, "merely recognizes a state of affairs that has already existed."

Misunderstanding on the part of the general public over the nature of the deferment policy has resulted in nation-wide controversy. (According to the official plan, a student who ranks near the top of his class or scores a grade of 70 or better in the special aptitude tests to be given in May and June and at intervals thereafter, may be deferred, but will be required to serve in the armed forces after graduation. These criteria may be raised or lowered to increase or decrease the number of students in training, as national interests require.)

Many college heads welcomed the policy. Some, including President Conant of Harvard and President Dodds of Princeton, opposed it as "discriminatory." Yale president A. Whitney Griswold, alert to criticisms voiced in state legislatures and elsewhere, feared a wave of anti-intellectualism as a result of disputes over the issue.

Concern over the financial plight of the colleges, which can expect only limited help from Washington in the form of military training units, is widespread. President Conant stated that even if student deferments were abolished altogether, the universities could expect tough sledding for a few years, but contended their difficulties would be straightened out after three years or so when veterans begin to return.

In Washington, Senate-House conferees were not expected to reconcile the versions of the draft and universal military training bills passed by the two chambers much before July 9, when the present selective service act expires.

Governor Dewey has signed a bill extending for another year the public schools' authority to employ retired teachers.

5 Legislatures Increase School Funds

Legislatures in five states have acted to increase school appropriations or to implement studies of new tax sources for schools.

In Missouri, two bills enabling school districts to increase levies up to three times the normal rate by a simple majority vote have gone into effect as emergency legislation.

The New York legislature, in addition to voting new minimum salaries for teachers, ranging from $2,000 to $5,125, and increasing state aid to education to $20,500,000, approved a more controversial proposal. A survey of finances in New York City, Buffalo, Rochester, Syracuse, Albany and Yonkers will be undertaken to see whether the boards of education in these large cities should be financially independent of the municipal administration.

In Iowa, the issue of local control of teachers' salaries was raised, when an attempt was made to repeal the minimum salary law. The teachers emerged victorious with a revised schedule with higher minimums.

In South Dakota, the General Assembly passed a school district reorganization act calling for a survey of school conditions, allotted $3,500,000 aid to schools, and ex-

Million Dollar Building Plans Slowed by Prevailing Shortages

Although anticipated shortages of materials and supplies are delaying building programs in most sections of the country, many large scale projects are going forward.

If the Illinois legislature grants permission for a referendum to float the necessary bond issue, Chicago voters will be asked at a special June election to underwrite a $50,000,00 five-year building program, designed to furnish 35,000 new seats in schools from slums to suburbs. Many other large cities are proceeding with comparable plans. Baltimore's ten year project will cost $53,000,000. New York's six year program will call for $550,000,000. Dallas is planning 46 new buildings for completion by 1952 at a cost of $25,000,000. Detroit will complete a $50,000,000 program by 1954 and St. Louis, 30 new buildings to cost $35,000,000. Houston hopes to finish a $35,000,000 program next year.

According to a *New York Times* survey, school officials everywhere report that projects are in danger of bogging down because the necessary steel in such items as plumbing, electrical, heating and ventilating equipment cannot be obtained. In some instances, the lack of lockers or desks is keeping a million dollar building from being opened.

The survey reported that manufacturers of school equipment are finding it difficult to get raw materials and that some contractors are refusing to submit bids for new schools because they are afraid they will not be able to get the necessary materials.

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tended the increased levy for school districts for two years. Educators suffered a real defeat when the teachers retirement system was liquidated.

North Dakota solons approved a record $12 million for elementary and high schools.

Englewood, N. J., Teachers Ruled Not "Subversive"

The Englewood, N. J., Board of Education recently announced that charges that certain teachers had been guilty of "subversive" activity in connection with classroom teaching had been found baseless. Superintendent Harry L. Stearns, who investigated charges lodged by Frederick G. Cartwright and the Englewood Anti-Communist League, said the board had met with "accusers and accused" and that the accusers admitted that they had based their allegations on hearsay and that even the hearsay evidence could not possibly indicate anything "subversive."

Simultaneously with the board's statement, a group of citizens issued an attack on Cartwright in which they said there was a parallel between the methods he was using and those used by Allen Zoll, head of the National Council on American Education. The Council, the citizen statement said, had been attempting to "control" public school systems.

Cartwright admitted in local police court last fall, when he was on trial for breaking up a United Nations Association meeting, that he had contributed to Mr. Zoll's campaign.

One-Room School Goes Modern

Failing in several attempts to get voters' approval for a consolidated school to be built and operated in cooperation with adjoining towns, New Boston, N. H. school authorities have at length succeeded in selling the idea of two one-room units, built according to a new "Merrimack Valley" plan. The schools are expected to cost $12,000 each, including land, water connections and road strips. Known as "dispersed" schools, these modern units, with their liberal use of plate glass, their adequate heating and indoor plumbing, are offered as an economical solution of the housing problem in a small district with a swollen enrollment. Residents of the area will fell trees and help with the carpentry and other work, as many of their pioneer great-grandfathers did. One of the units will house classes that are now meeting in an abandoned railroad station.

School Heads Weigh Draft and Dropouts

Superintendents are concerned over the effect of renewed uncertainty regarding the high school senior's status in the draft on the wave of teenage dropouts that swept over the country this spring.

In a study by the National Child Labor Committee, the superintendents laid the rise in dropouts to draft expectation, restlessness and insecurity, and tempting job opportunities. As remedies for the situation, the suggested better guidance and counseling, educational work with both parents and pupils, and the use of promotional devices to emphasize the importance of staying in school.

87,500 Sloan Grant Spurs TV Education

Beginning early in June, half-hour Sunday afternoon programs on economics and social and natural sciences will be presented on National Broadcasting Television facilities, backed by a Sloan Foundation grant of $87,500. NBC will donate air time, studio facilities and technical equipment for the pioneer network series of TV adult education programs.

Dr. Arnold J. Zurcher, executive director, said the Foundation will experiment with various formats in producing the series, beginning with 'live" discussion-type programs.

Subject Matter Stressed In Yale Education Program

Beginning in September, 1952, Yale University will offer a new program for the M. A. in education, aimed at improving teaching in secondary schools. According to President A. Whitney Griswold, the Yale course hopes to accomplish this by attracting the ablest and most personable undergraduates into public school teaching and by enriching the quality of subject matter in the high schools.

To qualify for admission to this fifth year of study, a student must be a graduate of an approved college with high academic standing. In addition, he must have specialized in the subjects he plans to teach and should have the necessary "personality and purpose." Scholarships ranging between $450 and $1,000 will be available to deserving students.

Swap Plan Benefits Neighboring Towns

Better education for less money is the result of a student exchange plan being carried out in Norway and South Paris, Maine. Under the plan, Norway boys attend industrial shop courses in South Paris two miles away, while South Paris boys go to Norway for agricultural classes. Home economics courses operate on a slightly different basis, with two teachers doing the traveling between schools. Other classroom exchanges are carried out to meet the immediate academic requirements of individual pupils.

Besides saving precious school funds, the principals of the two schools feel that the broader program made possible by the swaps has kept many potential "drop-outs" in high school.

Personality Rated High In Cornell Job Study

A college student's personality is generally the most important single factor when he is being interviewed for a job, a study at Cornell University indicates. Students in the School of Business and Public Administration asked thirty-three interviewers from different companies to rate the points they looked for during visits to the schools.

The answers listed personality first, followed closely in order by scholastic achievement and extra-curricular activities. The interviewers agreed that the well-balanced candidate was considered first.

Rhode Island Stiffens Teacher Requirements

A new set of teachers' license requirements, calling for more specific teacher training for both high school and elementary work, will go into effect in Rhode Island, August 1, 1952. Rules for subject matter preparation of the high school level will be tightened.

Present "conditional provisional" licenses for persons with little training will be eliminated. A provisional license requiring specific training will be valid for three years, during which a teacher would have to show 'successful teaching experience in Rhode Island' to qualify for a five-year license.

The new regulations would license high school teachers by specific subjects, requiring preparation in the fields. At present rules permit high school teachers to instruct in any subject, whether or not they have studied it in college.

Job Picture Shows Demand for Engineers, Lawyers, Teachers

According to university placement officials, the occupational outlook for this June's graduates is encouraging. The job picture contrasts sharply with that of a year ago when an oversupply of engineers and lawyers was predicted and employment in some industries was declining. Current trends indicate a demand for engineers and law school graduates, openings for women in industry, and more jobs for high school teachers in certain subject fields.

University of Wisconsin law school graduates will have a choice of many good jobs with a future, according to Instructor Robert Froehkle, in charge of placement for the school. Froehkle recommends that those who plan to study law in the future consider the possibilities of work combining legal training with other fields, as in claims adjusting, editing and publishing, FBI work, and corporation labor relations.

The necessity of informing high school principals and counselors of the critical shortage of engineers was emphasized by S. C. Hollister, Cornell dean of engineering. To obtain the annual supply of 30,000 graduates necessary for national security, about 10% of male high school graduates should be channeled into engineering.

Dr. Raymond Meade of Illinois Institute of Technology reports that the shortage of engineers is resulting in new industrial policies. More companies are interviewing prospective graduates than ever before; salary levels for beginning engineers have increased 10% in the last four months; an engineer can begin work the day he receives his diploma; and training programs have been curtailed in all but the largest companies.

For the first time since the end of World War II, industry is sending talent scouts to women's campuses, according to placement officers from Wellesley, Vassar, Barnard, Bryn Mawr, Radcliffe, Smith and Mt. Holyoke. The federal government is also bidding for girls with training in science and Far Eastern and Middle European languages.

Graduates seeking teaching jobs will find salary averages higher and good openings in many fields. Early reports from Ohio and Wisconsin indicate a demand for teachers of women's physical education, English, home economics, music, speech, Latin, commerical subjects, kindergarten and special subjects. In some states, there is an oversupply of instructors of men's physical education, mathematics, and the biological and social sciences.

Greatest life-saver for harried superintendents in search of elementary teachers may be the married group. Many former teachers whose children are now grown have taken refresher courses and are being called upon to fill vacancies.

Three New Sources of Occupational Information

Counselors seeking to advise June graduates on job choices may turn to three fresh sources for data.

Occupational Information, Its Nature and Use, was issued this month by Science Research Associates, Chicago 4. This 600 page handbook lists reliable sources of occupational facts and tells how this data can be used effectively in classes and counseling interviews.

A new series of five pamphlets on *Careers in Mental Health* is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. at nominal cost. These pamphlets describe opportunities, personal qualifications and educational requirements for work in psychiatry, clinical psychology, psychiatric social work and psychiatric nursing, and tell where students may obtain financial help.

Sources of information on employment trends and job opportunities are in the March reading list in labor-management relations prepared for high school students and teachers by the University of Illinois College of Education and Institute of Labor and Industrial Relations.

Here and There

Sixty **Turner, Maine,** grade school pupils had a red letter day when they took their first train ride recently. And to make the 25 minute trip more eventful, they took it on one of the last passenger trains to serve their area. Mrs. Olive Bradford, teacher who originated the idea when she discovered her third-graders had never traveled by railroad, termed the journey more fun than her own recent trip to Europe.

* * *

Binghamton, N. Y., public schools are enjoying an unusual bequest. Mrs. Catherine R. Bartoo, late head of the local Museum of Fine Arts, willed 17 of her own paintings to the school department. The paintings, selected from a number of Mrs. Bartoo's works by the Binghamton art director, principals and teachers, are helping to decorate all the elementary schools, a high school and Department of Education headquarters.

* * *

Garfield, N. J., teachers are feeling better after a one-day shut-down of the schools caused by the "illness" of 97 of the city's 161 instructors. A Board of Education official called the sick-report a strike, but an AFL teachers' union asserted that it was an epedemic brought on by low morale. Garfield teachers have demanded a $1400 annual pay boost.

* * *

A one-hour seminar in pie-throwing, during which three professors and several students allowed their faces to be plastered with whipped cream, crust and various fillings, was staged at **New York University** recently. Students paid $5 a throw for the privilege of cutting loose at the victim of their choice. Proceeds of the "Pie Fling" went to a fund for the construction of an activities building on the campus.

* * *

Washington, D. C., teachers have the making of an Eastern dream in a bill being considered by the District Committee of the House of Representatives. The measure calls for $1,100-a-year salary boosts for every District public school teacher and other Board of Education employe. Last general pay rise for the District teachers was a $330 across-the-board boost in 1949.

Grins Between Grinds

GOOD QUESTION

Half the pupils in a small town school had been absent because of colds and one day the teacher, an old-timer, decided to give a little talk on the dangers of the ailment. "I had a brother," she said, "who took his new sled out in the snow and caught pneumonia and died just three days later."

The classroom was heavy with silence and she was satisfied with the effectiveness of her story. Then suddenly a small voice piped up from the rear.

"Where's his sled?" it asked.

* * *

OSCULATION

Yesterday, we visited a kindergarten, reports Superintendent William E. Gillis in *The Connecticut School Adminstrator.* At the end of a discussion period the youngsters dispersed to build fantastic structures with their blocks, to brush or finger paint, etc. That is, all except one chubby blonde who decided that we offered novel amusement. After a short chat we were inveigled into reading her a story. When we reached the end she thanked us, threw her arms around our neck, and planted an enthusiastic kiss on our cheek. Today we are going to a senior English class.

* * *

LAGGARDS

When the late Sinclair Lewis was invited to address the Columbia School of Journalism, he found the room packed with students come to drink in his advice. He looked at the group in wonderment and asked, "Which of you seriously hope to be writers some day?"

Every boy and girl joined in the yell. "We all do."

"Then," thundered Lewis, "why aren't you home *writing?*"

* * *

HEARTBREAK

Anyone who has ever attened a PTA meeting knows the mother who thinks her eight-year-old is more advanced than any other child in the neighborhood. When a small repretory theater gave a performance of "The Merchant of Venice," Mrs. Carter knew little Barbara would appreciate every golden syllable. Bobbie sat quiet throughout the performance, and it was only after her mother had steered her out of the tent to the family car that she burst into tears.

Genuinely surprised, Mrs. Carter asked, "What's the matter, darling? Didn't you like the show?"

"Yes," sobbed Bobbie, "but aren't we going to go and see the elephants?"

* * *

COMPREHENSION

A high school principal was trying to explain the meaning of the marriage ceremony to his small daughter who had asked about her parents' wedding picture. Suddenly the little girl exclaimed, "Oh, is that when you got Mother to come and work for us?"

* * *

SHE TRIED

The first grade teacher had dwelt at some length on good cheer and the oversupply of frowns. "What would you say we need most of all in this room?" she finally asked.

Little Mary Jane volunteered. "Could it be television?"

* * *

OF COURSE

The audio-visual demonstrations at the conventions this year included one that boomeranged. After a stagefull of youngsters had viewed a film on "Oceans and Harbors," the listening audience heard teacher quiz them on what they had learned. All went well till she asked, "What's a bell-buoy?"

A little, curly-haired girl knew the answer—"Oh, that's the man who carries your bags up to the room."

* * *

KNEW THE IDYLLS

The boy who thinks "Silas Marner" was written by Samuel Taylor Coleridge was taking an exam on poetry last month. After scratching his head over the term "heroic couplet" for a while, he finally wrote, "Another name for the Holy Grail."

* * *

ONE SHORTAGE SOLVED

A first grade teacher in a town near here came in early one morning and began passing out cigars and candy bars, both tied with blue ribbons. The crowd in the office naturally wanted to know why. Proudly, she displayed the solitaire on her third finger, left hand, and announced, "It's a boy—six feet tall and 185 pounds."

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The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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